



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** URBAN ASSEMBLY SCHOOL FOR LAW AND JUSTICE  
**DBN (i.e. 01M001):** 13K483  
**Principal:** SUZETTE DYER  
**Principal Email:** SDYER2@SCHOOLS.NYC.GOV  
**Superintendent:** KAREN WATTS  
**Network Leader:** SHANNON CURRAN

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Suzette Dyer	*Principal or Designee	
Julian Sciammarella	*UFT Chapter Leader or Designee	
Dawn Cummings	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Kenneth Camanero	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Chemeyne Smith Harding	Member/ Student Representative	
Ann-Marie Williams	Member/ Parent	
Megan Rose	Member/ Staff	
Merilee Valentino	Member/ Staff	
Pamela Faulk	Member/ Parent	
Yonette Smith-Harding	Member/ Parent	
Josh Lupher	Member/ Assistant Principal	
Andrea Carrington	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the PTA will utilize the Title I committee to strategize the usage of Title I funding and hold at least three events during the school year that will facilitate parent involvement and educate parents on issues related to a student's readiness for post-secondary education.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based upon the evaluation of student performance in the lowest third in Math and ELA, the rating received on the College Readiness Index, and Regents Passing Rates, the school community has determined that students need to be more engaged in their learning and have greater ownership and awareness of their progress towards college readiness. The next step in development for the school is to increase parent involvement and parent awareness of college readiness in order to facilitate their ability to support students and the school in this effort. In addition, by creating a more supportive learning environment, students and families will have greater success in facing and overcoming academic and social challenges while at school.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. The PTA will discuss a variety of events that can be held during the school year and elicit feedback from parents with the support of the Parent Coordinator
2. Three staff – teacher events aimed at building relationships between teachers and parents
3. A Saturday brunch workshop to discuss issues like teen age depression, cyber bullying, etc..
4. A day trip to foster camaraderie with other parents and discuss shared experiences and how to address them
5. Multi-cultural dinner and panel to foster community and create an opportunity for greater understanding of the various backgrounds of students within the school community
6. A PTA Website

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. PTA Members
2. Parent Coordinator
3. Assistant Principal
4. Grade Team Leaders

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. At least 70 parents will attend our first fall PTA event, which will include staff members as well
2. At least 5 staff representatives will attend every PTA meeting
3. The PTA President will attend one grade team leader meeting quarterly

#### **D. Timeline for implementation and completion including start and end dates**

1. First PTA event: October
2. Second PTA event: Thanksgiving Potluck
3. Common Core Workshop for Parents: November PTA Meeting
4. Multi cultural celebration in February

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Monthly PTA Meetings
2. Monthly PTA Leadership meetings with Principal

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Phone Messenger
2. PTA Website page linked to SLJ website
3. Advisory phone calls about PTA related events; Incentives for attendance at events
4. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #2**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, building off of last year's work, over the course of the 2013-2013 school year, departments – English, Math, Science, Social Studies – will create Common Core aligned assessments as well as scaffolds for those assessments for every unit.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Based upon student performance in three areas, students in the lowest third earning 10+ credit in a year, Regents passing rates, the College Readiness Index, it has been determined that students at SLJ need to improve their ability to be independent learners and achieve higher levels of academic success in order to be prepared for a successful transition to a post-secondary program.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>Weekly Department Meetings</li> <li>Instructional Coaching Support provided to new and struggling teachers</li> <li>Weekly Common Planning Time meetings where teachers focus on revision of unit tasks so that they align to the common core</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>Department leaders</li> <li>Instructional coaches</li> <li>Assistant Principal</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>Master curriculum file created on school's server to finalize and collect all common core documents</li> <li>The school would like to track progress through the College Preparatory Course Index.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>Through weekly department meetings, each teacher will revise a unit of study to reflect the CCLS.</li> <li>Through weekly common planning time meetings, co teachers will perform a sequence of lesson studies</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>Common planning time created for all departments weekly</li> <li>Common planning time created within schedule for all co teaching teams</li> <li>Common planning time created for grade team members to share best practices across content areas</li> </ol>

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>providing written and verbal progress reports</li> <li>hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year</li> </ul>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

### Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the school community will reflect upon its understanding of what high-quality teaching looks like through professional development on all components of Charlotte Danielson's Framework for Teaching that supports the implementation of the Common Core.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based upon an assessment of student credit accumulation, four-year graduation rates, and the school environment survey it has been determined that the student population requires further support in engaging with the core curriculum and developing a critical understanding of the skills needed to necessitate a successful completion of post-secondary programs.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. The teacher leadership body of the school will meet in the summer to develop the goals and objectives with this initiative to define effective teaching at SLJ.
2. Grade Team Leaders will meet weekly to share outcomes and to develop the agendas and roll out for each weekly team meeting. Meetings will include low inference observations of teaching videos modeling these practices, sharing of best practices within teams, and peer observations.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. Grade team leaders
2. Department leaders
3. Instructional Coaches

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teachers will create a teaching portfolio of best practices
2. Teachers will maintain curriculum library of common core aligned materials as well as videos displaying Danielson best practices

##### **D. Timeline for implementation and completion including start and end dates**

1. The teacher leadership body makes plan in summer
2. Teacher Leaders will create their own teacher portfolios in order to model for the teams the examples of items to include
3. November 8th will include time for grade teams to meet and begin working on the actual teaching portfolio.
4. January Regents week will include extended time for grade team, department, and co teaching teams
5. Teachers will use June Regents week to share portfolios or databases of best practices aligned to Danielson and Common Core

##### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Weekly common planning time for grade teams, departments, and co teaching teams

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Providing written and verbal progress reports
2. Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>		<b>x</b>	<b>Title IA</b>		<b>x</b>	<b>Title IIA</b>		<b>x</b>	<b>Title III</b>		<b>x</b>	<b>Set Aside</b>		<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, in order to better serve our IEP students in the Least Restrictive environment, we will increase the effectiveness of ICT teams in the classroom as measured by team-teaching pairs participating in a series of professional developments and through shared video documentation of their practices in order to produce a 5% increase in the passing rate of ICT classes.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In considering Regents passing rates and credit accumulation of students with special needs, the school will reevaluate its support network for these students and develop strategies to implement during the school year that will improve engagement and academic performance.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. ICT teams will participate in a series of professional development sessions aligned with the 6 types of effective team work for ICT classrooms
2. SLJ will establish and develop two model ICT partnerships that work directly with the network achievement coach each week to develop best practices
3. Teacher teams will develop shared assessment practices for IEP students
4. During meetings, ICT teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
5. Teachers will have additional opportunities to earn per session for participation in afterschool professional development sessions provided by the network and by the school.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Grade team leaders
2. Department Chairs
3. Special Education Team
4. Instructional Coaches

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. ICT teams will study the network designed ICT rubric for effective practice. They will self-evaluate and the achievement coach and instructional coaches will use this as a guide for informal feedback.
2. ICT teams will videotape their work and share best practices regularly throughout the year
3. Produce a 5% increase in the passing rate of ICT classes

**D. Timeline for implementation and completion including start and end dates**

1. Weekly meetings throughout the entire year
2. Weekly observations and feedback debrief

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. All ICT teams will meet during their common planning blocks, with the support of our school's network achievement coach.
2. Teachers will participate in professional development workshops after school – per session will be provided

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Engage parents in discussion and decisions regarding policies that affect students with special needs.
2. Conduct parent workshops with topics that include academic and emotional supports that are needed to improve the performance of students with special needs.
3. Encourage parent and teacher collaboration on making accommodations for students with IEPs

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2014, the staff will enhance its ability to serve as effective advisors in order to continue to develop a positive and supportive school-wide culture conducive to academic achievement by participating in professional development in order to produce a 5% decrease in the number of classroom removals and suspensions from the previous school year.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 •In considering Regents passing rates, credit accumulation of students in the lowest third, databases of behavioral issues, interventions, and counseling visits maintained by the Dean’s office, the school will reevaluate its support network for these students and develop strategies to implement during the school year that will improve engagement and academic performance.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. More advisors will report being supported in implementing the advisory curriculum and developing a cohesive advisory community
  2. All advisors will receive staff development in community building, case-conferencing, and handling difficult conversations
  3. Collaborate with Facing History, Facing Ourselves on advisory curriculum and professional development for advisors throughout the school year
  4. The Guidance Team will review data on behavior referrals and other interventions on a regular basis
  5. All referrals will be logged in Skedula (on-line grade book and data management system) this year and guidance team will respond within 24 hours
- B. Key personnel and other resources used to implement each strategy/activity**
1. Guidance Team
  2. Advisors
  3. Assistant Principal
  4. Instructional Coaches
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Produce a 5% decrease in the number of classroom removals and suspensions from the previous school year.
- D. Timeline for implementation and completion including start and end dates**
1. Grade teams will conduct bi-weekly meetings on specific students (kid talk) and advisory lesson development throughout the year
  2. Instructional coaches and master advisors will run a series of 6 workshops aimed at developing strong advisors beginning in October and ending in March
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Grade team meetings will allow for bi weekly professional development aimed at supporting advisors
  2. Full faculty will choose one of 6 texts to read about students’ social / emotional development in book clubs
  3. After school workshops for new advisors – teachers will be paid per session

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

1. Engage parents in discussion and decisions regarding policies that affect students’ social needs
2. Conduct parent workshops with topics that include emotional supports that are needed to improve the performance of students

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

### Description

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Strategies implemented by instructors are aligned with the Danielson Teaching Framework, Common Core Learning Standards, and best-practices shared by department members.	Students are supported by various instructional settings. This can be implemented in pull-out models, such as small group instruction and individual tutoring, the Integrated Co-Teaching setting, the incorporation of student-teachers to reduce the teacher to student ratio in the classroom, and the integration of community partnerships with classes to provide experiential learning opportunities inside and outside the classroom setting.	Services are provided before, during, and after the school day as well as on Saturdays for targeted remediation or test preparation.
<b>Mathematics</b>	Strategies implemented by instructors are aligned with the Danielson Teaching Framework, Common Core Learning Standards, and best-practices shared by department members.	Students are supported by various instructional settings. This can be implemented in pull-out models, such as small group instruction and individual tutoring, the Integrated Co-Teaching setting, the incorporation of student-teachers to reduce the teacher to student ratio in the classroom, and the integration of community partnerships with classes to provide experiential learning experiences inside and outside the classroom setting.	Services are provided before, during, and after the school day as well as on Saturdays for targeted remediation or test preparation.
<b>Science</b>	Strategies implemented by instructors are aligned with the Danielson Teaching Framework, Common Core Learning Standards, and best-practices shared by department members.	Students are supported by various instructional settings. This can be implemented in pull-out models, such as small group instruction and individual tutoring, the Integrated Co-Teaching setting, the incorporation of student-teachers to reduce the teacher to student ratio in the classroom, and the integration of community partnerships with classes to provide experiential learning experiences inside and outside the classroom setting.	Services are provided before, during, and after the school day as well as on Saturdays for targeted remediation or test preparation.
<b>Social Studies</b>	Strategies implemented by instructors are aligned with the Danielson Teaching Framework, Common Core Learning Standards, and best-practices shared by	Students are supported by various instructional settings. This can be implemented in pull-out models, such as small group instruction and individual	Services are provided before, during, and after the school day as well as on Saturdays for targeted remediation or test preparation.

	department members.	tutoring, the Integrated Co-Teaching setting, the incorporation of student-teachers to reduce the teacher to student ratio in the classroom, and the integration of community partnerships with classes to provide experiential learning experiences inside and outside the classroom setting.	
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	The psychologist will advise staff members involved in academic intervention services of possible academic ability and cognitive issues that could be causing a student difficulties as well as give insight into the accompanying behaviors that are exhibited by students requiring intervention services.	Services are provided in a one-to-one or group setting in the guidance suite.	Services are provided before, during, and after the school day.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>One of the core values of SLJ is a commitment to creating an academically rigorous environment. One way we support teachers in creating this environment is through weekly professional development. Teachers meet several times a week in small teacher groups to develop curriculum, discuss student performance, receive feedback on lessons and execution of lessons, discuss teacher development using the <i>Danielson Framework</i> and other relevant teaching guides, and plan necessary curricula to support a rich academic environment. These opportunities for development include common planning time meetings (CPT) and other forms of professional development such as:</p> <p><b>Grade Team Meetings</b> Teachers are assigned to grade teams based on the grade they teach. The goals of the grade team structure are to provide teachers with a forum for communication and support in creating a cohesive experience for grade level students. Grade teams will meet weekly on Wednesday afternoons.</p> <p><b>Department Meetings</b> Each department has weekly meetings to discuss curriculum, review assessments and student work, collaborate on assessments, share best practices, evaluate data sets, and work toward developing a cohesive scope and sequence.</p> <p><b>Integrated Collaborative Teaching Planning Meetings</b> Teachers will meet weekly with other teachers who teach their subject, special education teachers, and other specialists to plan curriculum, discuss student development, and to create modifications for various learning styles.</p> <p><b>Instructional Coaching Meetings</b> New and non-tenured teachers are provided with an instructional coach to guide them in curriculum development and classroom management techniques. Coaches observe these teachers at least once weekly and meet with teachers at least once weekly to provide feedback on classroom practices and lesson development.</p> <p><b>Cravath Planning Days</b> On occasion and when necessary, teachers may request a planning day with their coach, department leader, or a co-teacher. These planning days are meant to give teachers an opportunity to step back from the regular school day in order to reflect on their instructional practices and to plan for upcoming assessments and learning. Requests for these planning days are to be made through your department leader.</p> <p><b>Hiring Practices</b> Our hiring practices are rigorous and surface the best fit candidates for our school. Every candidate must submit a teaching portfolio including resume and recommendation letters. Once reviewed using our portfolio rubric, the best candidates are called in for interviews. Interview panels are made up of the Principal and other teacher leaders including department and grade team leaders. Additional staff members may also be called to serve on the hiring committee depending on the duties. After the interview, candidates are recommended for demo lessons. Demo lessons are done in front of a class of our students. Students are given feedback forms so that we can get their opinions as well as we consider each candidates rating. Once we have a finalist, the Principal does a final interview and review of the candidate's credentials.</p>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that
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enable all students to meet Common Core State Standards (CCSS).

SLJ maintains a robust relationship with a number of professional development programs such as AVID, Facing History, Math for America, StoryCorps, The Reading and Writing Project at Teachers College, The Institute for Writing and Thinking at Bard, College Board, and Street Law, among others. When funding is needed, a member of the instructional team will assist in requesting funds from the school's professional development budget or writing grants to cover costs.

Teachers will work with the principal, assistant principal, instructional coaches, and their colleagues at the grade team and department levels to develop their instructional practice throughout the year. Teachers will spend time at the beginning of the year assessing their practice using the *Danielson Framework* and setting individual goals for their instruction. Throughout the year, teachers will receive feedback on these goals and have the opportunity to seek professional development in these areas.

Each teacher will meet with the principal or assistant principal to develop his or her practice several times throughout the course of the year. These meetings may be discussions based on observations of a lesson, conversations accompanied by student and teacher work from a project or large assessment, intervisitations to another teacher's classroom, etc. In every case, they are intended to be collaborative and to offer teachers at all levels opportunities for feedback and growth. Teachers may seek feedback from any one of their colleagues as often as they like, and because usually our colleagues' classrooms are the best sources of strategies for good teaching, the instructional team encourages teachers to maintain an open door, feedback driven culture.

### **Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

#### **Instructional Support**

- Pushed into teachers' salaries to allow for reduced class size
- Used to pay for registration fees for professional development opportunities for teachers to better serve our high need populations
- Used for per session to pay teachers for professional development opportunities after school
- Used to purchase classroom supplies/materials that target our high need students

#### **Students in Temporary Housing:**

SLJ's guidance staff works directly with students in temporarily to assess the needs related to their individual circumstance. Funds allocated to this program are used primary to purchase school uniforms and extra school supplies for these students in need.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

#### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The Danielson Framework for teaching identifies aspects of teachers' responsibilities that have been documented through research as promoting improved student learning. A framework for professional practice is not unique to education, and at SLJ our hope is that the Danielson Framework will provide support to our most novice teachers while simultaneously providing a pathway for increased success to our effective and highly effective teachers. While Danielson is not the only possible description of practice, the framework serves to define what teachers should know and be able to do in the exercise of their profession. New in the 2013-2014 school year is that the assessment of teaching and feedback grounded in the Danielson Framework makes up 60% of a teacher's evaluation.

At SLJ, we seek to use the Danielson Framework not just as an evaluation tool but also as a way to provide a common language for professional conversations and as a means for reflection on our professional practice. For the 2013-2014 school year, our teachers chose to place our instructional focus on Danielson: 3b and 3d. Teachers will also seek to develop other areas of their practice based on self and administrative assessments.

#### **Component 3b: Using Questioning and Discussion Techniques**

- Quality of Questions
- Discussion Techniques
- Student Participation

#### **Component 3d: Using Assessment in Instruction**

- Assessment Criteria
- Monitoring of student learning
- Feedback to students

- Student self-assessment and monitoring of progress

SLJ teachers will work through and share best practices from all of the components in grade teams and departments using inquiry based approaches. These explorations will involve analyzing assessments, student work, videos of classroom instruction, among other things.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District 13	Borough BK	School Number 483
School Name Urban Assembly School for Law and Justice		

**B. Language Allocation Policy Team Composition** NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms. Suzette Dyer	Assistant Principal Mr. Joshua Lupher
Coach Ms. Kristin Ferrales, Humanities	Coach Ms. Melanie Smith, Math
ESL Teacher Ms. Sarah Caufield	Guidance Counselor Ms. Debby Wallace
Teacher/Subject Area Ms. Merilee Valentino, English	Parent
Teacher/Subject Area Ms. Carly Lyster, Special Education	Parent Coordinator Mr. Marvin Harris
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
-------------------------------------------------------------------------	---	---------------------------------------------------------------------------------------------	---	---------------------------------------------------------------------	---

Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	451	Total number of ELLs	5	ELLs as share of total student population (%)	1.1%
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## Part II: ELL Demographics

### A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs) Check all that apply</p>	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% 50%:50% 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Push In</b>										5				5
														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	5

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups											Total
	ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)		All	SIFE	SWD		All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0	0	
Dual Language	0	0	0	0	0	0	0	0	0	0	0	
ESL	0	0	0	3	0	2	2	0	2	2	5	

Total	00	00	00	00	00	00	00	00	00	00	00	00	00	00
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Number of ELLs who have an alternate placement paraprofessional:

0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														TOTAL
Number of ELLs by Grade in Each Language Group														TOTAL
	K	1	2	3	4	5	6	7	8	9	10	11	12	
?????														00
?????														00
?????														00
<b>TOTAL</b>	<b>00</b>													

\*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																		
-------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Number of ELLs by Grade in Each Language Group																						
	K	1	2	3	4	5	6	7	8	TOTAL												
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP								
?????																			00	00		
?????																			00	00		
?????																			00	00		
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

Dual Language (ELLs/EPs) 9-12																						
Number of ELLs by Grade in Each Language Group																						
	9	10	11	12	TOTAL																	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
?????																			00	00		
?????																			00	00		
?????																			00	00		

<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00	00	00	00
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<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: <u>1</u> Asian: Hispanic/Latino: <u>4</u> Native American: <u>    </u> White (Non-Hispanic/Latino): Other:	

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish										4				4
Chinese														00

Russian														00
Bengali														00
Urdu														00
Arabic														00
Haitian														00
French										1				1
Korean														00
Punjabi														00
Polish														00
Albanian														00
Other														00
<b>TOTAL</b>	<b>00</b>	<b>5</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

<b>OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)</b>															
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>	
Beginner(B)										0				00	
Intermediate(I)										1				1	
Advanced (A)										3				3	
Total	<b>00</b>	<b>4</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>4</b>									

<b>NYSESLAT Modality</b>														

Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA						
Grade	Level 1	Level 2	Level 3	Level 4	Total	
3					22	
4					00	
5					00	
6					00	
7					00	
8					00	
NYSAA Bilingual (SWD)					00	

NYS Math									
	Level 1	Level 2	Level 3	Level 4	Total				

Grade	English	NL	English	NL	English	NL	English	NL	
3									00
4									00
5									00
6									00
7									00
8									00
NYSAA Bilingual (SWD)									00

NYS Science									
	Level 1	Level 2	Level 3	Level 4	Total				
	English	NL	English	NL	English	NL	English	NL	
4									00
8									00
NYSAA Bilingual (SWD)									00

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles )	# of EPs (dual lang only) scoring at each quartile (based on percentiles )						
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								

Chinese Reading Test								
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**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

We do not have ELLs of this type at our school. If we did, we would use our in-house and external literacy assessment.s For all of our incoming students we review their middle school data, which includes 8th grade ELA scores. At the start of the year we administer a series of diagnostic tests: writing and reading comprehension. All students take the DRP (Degrees of Reading Power) test in September, January, and May of each school year to assess reading levels and growth. This data shows us where students are strong

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

All of our current ELLs are 9th graders. Their scores are strongest in speaking and lowest in reading and writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our current ELLs are in a double period of English with a curriculum that focuses on explicit reading and writing instruction.

4. For each program, answer the following:

a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We review assessment data in grade teams, departments, and common planning partnerships. We look for trends in literacy development. The DRP has helped us to specify reading strands where students are at the varying levels of practice, apply, and teach. The English Performance Assessment administered in October indicated where our incoming students are at toward meeting common core standard assessment requirements. ELLs with SPED seem to be able to increase their scores each year, but SPED ELLS have a difficult time with the test. Students are not offered tests in other languages because our students have not been exposed to academic language in their native language. We are learning about the needs of our ELLS, but our SPED ELLS have not been exposed to native language instruction; therefore, we do not offer this as an alternative.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

Paste response to question here:

6. How do you make sure that a child’s second language development is considered in instructional decisions?

In making instructional decisions we consider how the students is developing literacy skills that transcend language.

7. For dual language programs, answer the following:

How are the English-proficient students (EPs) assessed in the second (target) language?

What is the level of language proficiency in the second (target) language for EPs?

How are EPs performing on State and City Assessments?

English Proficient students are performing above the city average in assessments.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

All our current ELLs are 9th graders. Our progress report indicates strong improvement in the credit accumulation of lowest third students in their first year of high school. Since four of our ELL students also have IEPs we think about how we can maximize the provision of services.

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Currently, all of our ELLs are intermediate or advanced. Since they are already in the DOE we have access to this information. If, however, we had an incoming students who was new to the DOE we would administer the HLIS and follow up interview and LABR through out ELL teacher Sarah Caufield. Each year, we administer the NYSESLAT to all ELLs.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Every parent of an ELL receives a letter (in the home language) describing the programs that their son/daughter is eligible for. A meeting is scheduled for all ELL families. Each family receives an invitation to the meetings a follow up phone call. We offer Freedstanding ESL. During informational sessions for prospective families and, then, incoming families we communicate our ESL program structure.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

When we do intake of new students we reviewed ATS data. Again, since all of our current ELLS are already in the DOE we already have this information. For new admits we would provide these letters and surveys at the June Freshman Orientation event. All forms are distributed and collected within advisories. Follow up is done for any outstanding forms.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Our intermediate and advanced students are served through push-in services in the double period of English. Because our program is so small, all instructional program decisions are done in close consultation with teachers, parents an dstudents (translation provided if necessary). Criteria used are the NYSESLAT scores, interim assessments, student work, grades, and a holistic review fo all student data.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We review the timeline and updated testing requirements for the NYSESLAT. We review ATS records for the testing requirements of students. We then work with the ESL teacher Sarah Caufied and the student schedules for the administration of the test in May.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Parents understand that SLJ is a literacy-intensive school built upon inclusive classrooms. This is messaged to incoming families and supported by families in the school community. There is no discrepancy between our offerings and parent requests. Parent preference matches inclusive classroom model.

# Part V: ELL Programming

## Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?

What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

We use a departmentalized, collaborative approach with some push in and some pull-out. Students at SLJ are in heterogeneous classrooms. The Integrated Collaborative Teaching (ICT) model enables us to have at least two teachers in these classrooms. The push-in model enables us to provide additional support to ELL students within the context of the classroom. Instructional materials are focused on providing explicit literacy support to appropriately differentiate for ELL level and IEP needs.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All of our current ELL students are in a 103 minute English class. This class has two teachers and a paraprofessional. We also have a speech teacher who supports students one-on-one. In addition to guided reading and writing instruction, students have independent reading four times a week. The ESL teacher pushes in to provide further individualized support.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

We use the language experience approach along with the academic language development model in our classrooms. Literacy instruction is also infused across all content areas. The English classes are aligned to the Common Core Learning Standards. Daily lessons and assessments are aligned with individual standards and students work is measured toward the development of these skills. We provide students with specific literacy strategies to successfully attack rigorous fiction and non-fiction texts. These strategies include annotation guides, embedded questions, graphic organizers to structure comprehension, and dialectical journals. Students have access to whole class teacher modeling, small group teacher support, small group collaborative peer support, and pull out for individual or small group instruction or revision. The ESL teacher, Sarah Caufield, works with the Special Education teacher, Carly Lyster, and general Education teacher, Merilee Valentino, to prepare materials and deliver specific support.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We do not have beginning ELLs.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students have informal and formal practice and assessment opportunities in all modalities in all courses. Reading scores are re-assessed through the DRP. Teachers use this data to think about growth and plan reading plans for independent reading and whole class texts.

6. How do you differentiate instruction for ELL subgroups?

Describe your instructional plan for SIFE.

Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

Describe your plan for ELLs receiving service 4 to 6 years.

Describe your plan for long-term ELLs (completed 6+ years).

Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We do not have SIFE or newcomer students. Teachers use a variety of UDL strategies to engage students. For content areas teachers think of multiple methods for students to access the content. In approaching texts and written work, teachers use appropriate

modifications. All ELLs and former ELLs receive testing accommodations that they are entitled to on assessments. Former ELLs continue to have the testing accommodations for state tests. As part of our inclusive classroom model, all students--regardless of label--receive individualized support in the way of scaffolds, modifications, and explicit literacy instruction.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Departments and grade teams work to address the instructional needs of students. Through kid talk and common planning time we examine learning objectives, student work samples, and IEP levels of performance and goals, and plan appropriate modifications to provide access to assessments and lessons. Parallel teaching; literacy strategies, which include annotation procedures, embedded questions and annotations, vocabulary or word boxes; sentence starters or guided outlines for the writing process.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Programming decisions are made in accordance with student IEPs. All four of our current ELL-SWDs are in the ICT classroom, which has two teachers and a paraprofessional. In CPT time, teachers routinely review IEP goals and think about how students will have access to lessons. Teachers zoom in on the targeted support that individual students may need. Students receive whole class, small group, and individual support. Students work with heterogeneous peer groups.

<b>Courses Taught in Languages Other than English</b>				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: classes that are taught in English using books in the native language heritage classes foreign language (LOTE) classes				
<b>Class/Content Area</b>	<b>Language(s) of Instruction</b>		<b>Class/Content Area</b>	<b>Language(s) of Instruction</b>
Native Language Arts:				
Social Studies:				
Math:				
Science:				


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

<b>Native Language Usage and Supports</b> The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.			
<b>Native Language Usage/Support</b>	Transitional Bilingual Education (TBE)		
100%			

75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

### Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

We have targeted intervention services through our SPED program which provides AIS for SPED ELLs and ELLs. All services are provided in English. Within the classroom students receive additional literacy strategies and scaffolds. This is designed to help build language competency. Students are also part of mandated tutoring after school.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our ELLs are all showing growth, as exhibited by work samples. Students are all working toward earning credits in all academic subjects. The December DRP will help us to identify growth in reading levels.

11. What new programs or improvements will be considered for the upcoming school year?

We continue to think of how our work across content areas can align to support our students' needs. We are also exploring how our advisory structure could further support lit

12. What programs/services for ELLs will be discontinued and why?

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students are in heterogeneous classes. Our curriculum is designed to be common core aligned and college preparatory. As such, ELLs have access to rigorous expectations. All students also have the opportunity to engage in enrichment programs, such as ASLAs (After School Learning Academies) and special programs. Enrichment programs include academic, athletic, mentoring, support, awareness, and activity-based interests.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Teachers use a variety of technology resources--videos, document cameras--to engage students in the learning process. Teachers assess reading levels in diagnostics and use that data to inform selection of appropriate texts and scaffolds for challenging texts.

We provide leveled readers, adapted texts, ESL appropriate text books, teacher created modifications, and language software.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided our language program.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Students receive push-in services in their English classes. In the 9th grade students have a double period of English. When these students progress to 10th grade they will receive ELL literacy support through 10th grade American Literature and Constitutional Law.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

ELL students are invited to participate in the Summerbridge program designed to build a foundation of skills and school connectedness in the summer prior to the beginning of the 9th grade school year.

18. What language electives are offered to ELLs?

Spanish.

19. For schools with dual language programs:

How much time (%) is the target language used for EPs and ELLs in each grade?

How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

How is language separated for instruction (time, subject, teacher, theme)?

What Dual Language model is used (side-by-side, self-contained, other)?

Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NO

## Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Teachers participate in weekly grade team meetings that focus on the Danielson Framework for teaching. We specifically examine how we understand the needs of our students. Teachers actively think about knowing all of their students and engaging them in the curriculum. Departments also meet once weekly and participate in curriculum and professional development geared at strengthening access to Common Core-aligned curriculum. This amounts to two hours per month. Grade teams also look at planning instruction for all students and specifically look at the Danielson framework. Grade team meetings amount to five hours per month. All teachers have common planning time. The 9th grade English team--general education teacher, Special Education teacher, and ELL teacher---meet to review student needs and plan curriculum. We have transition meetings with staff working with new to high school ELLs.

We review records, test scores, etc. and make a plan for those students.

## Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. All parents are invited to grade specific as well as school-wide events. All parents are encouraged to participate in monthly PTA meetings. All students have an advisor who acts as the primary liaison between school and home. Throughout the year we actively invite parents into the school building for open school nights, individual parent meetings, special community events, such as the Thanksgiving luncheon, multicultural celebration, and curriculum-related events, such as Memoir Reading night and Election night. We use one of our many on-site staff to offer translation services for families.
  2. We do not partner specifically for ELL parents but we have many partnerships with CBOs that provide services around immigration issues, college process for undocumented students, and others.
  3. We conduct various surveys in order to get feedback from parents.
  4. We plan activities according to student needs. If there is something that we are not providing, we will provide it in the future. We are constantly reviewing our plans in accordance with parent needs.

## Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

## Part VI: LAP Assurances

<b>School Name:</b>			
<b>School DBN:</b>			
Signatures of LAP team members certify that the information provided is accurate.			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Ms. Suzette Dyer	Principal		12/10/13
Mr. Josh Luper	Assistant Principal		12/10/13
	Parent Coordinator		12/10/13
Ms. Sarah Caufield	ESL Teacher		12/10/13
	Parent		12/10/13
Ms. Merilee Valentino, English	Teacher/Subject Area		12/10/13
Ms. Carly Lyster, Special Education	Teacher/Subject Area		12/10/13

Ms. Melanie Smith, Math	Coach		12/10/13
Ms. Kristin Ferrales, Humanities	Coach		12/10/13
Ms. Debby Wallace	Guidance Counselor		12/10/13
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 13 School Name: UA School for Law and Justice**

**Cluster: \_\_\_\_\_ Network: UA**

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

In the past we have reviewed incoming students' preliminary data--ATS records, questionnaires completed at Accepted Students' Night for incoming 9<sup>th</sup> graders regarding language needs--to assess language provision. Moving forward we plan to begin tracking and explicitly communicating this data to the school staff through our master phone log.

Our small school structure and advisory system enables us to develop close relationships with our students and families from the onset of the high school experience. Parents attend an Accepted Students' Night in June and Meet Your Advisor Night in August prior to the start of their 9<sup>th</sup> graders' year. This enables the school staff to identify families who may need language services in languages other than English. In order to communicate with families we use a variety of strategies.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our students with family who primarily speak a language other than English are Spanish speakers. For the first time this year we do have two Chinese students whose families speak Mandarin. We do have a teacher on staff who speaks Mandarin and can communicate with the families.

The language needs of families is documented on a shared school document used by all school staff whom communicate with families.

We will share this information in upcoming grade team meetings so that advisors are fully aware of best methods to use in communicating with families.

### Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Based on identified need, students receive forms in languages other than English.

Translation primarily occurs by in-house school staff.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

If the advisor or teacher speaks the families home language--namely Spanish in our school--that individual will communicate directly on behalf of other teachers on the team. In the case that there is a meeting scheduled with the family we may pull in one of many individuals in our building who have expertise in the language and an area of the school. These individuals include a school secretary, deans, enrichment staff, and multiple teachers.

In the case that an on-site staff member is unable to translate, we access the DOE phone translation service.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will identify the spoken language of families in our Master Phone Log database and use it as a reference for providing written and oral translation. Staff will ensure that an in-house staff member is available to provide translation. If not, the staff member will access the automated translation service through the DOE.

Languages spoken are posted in the entrance to the school.

Parents will receive letters notifying them of the translation and interpretation services and options at SLJ: in-person translation and automated.